

CHAPTER 148. INTRODUCTION TO PART 142 RELATED TASKS

SECTION 1. GENERAL

1. GENERAL. The objective of this chapter is to give the reader an overview of the regulatory background, concept, and organization of a training center. This overview chapter has no specific task requirements and no specific outcomes other than gaining an overview.

A. Authority. Title 14 of the Code of Federal Regulations (14 CFR) part 142 prescribes rules governing the operation of training centers. Title 14 CFR part 61 prescribes the aeronautical experience, training, and testing requirements for persons using training centers. Title 14 CFR part 142 provides an alternative means (i.e., simulators as opposed to aircraft) for meeting Advanced Qualification Program (AQP) experience, training, and testing requirements of part 61, 63, 65, 121, 125, 127, 135, or 137 and others, as approved by Flight Standards, through the use of approved flight training devices and/or simulators.

B. Conventions Used.

(1) In this and related chapters, training center means either a training center or a satellite training center. Where a provision applies only to satellite training centers, the term satellite training center is used. The difference is explained in 14 CFR part 142 and the contents of Order 8700.1, General Aviation Operations Inspector's Handbook, volume 2, chapters 148 through 154.

(2) No provision of this order is binding as a regulation is binding, unless that provision is also embodied in a law, statute, or regulation. For that reason, the term, shall, is not normally used.

(3) Must, means an action that is mandatory in order to comply with the means of compliance described or illustrated by this order, or to comply with established and standing Federal Aviation Administration (FAA) policy.

(4) Will is an action incumbent on the FAA.

(5) Should and may are terms that indicate actions that are desirable, permissible, and/or not mandatory. There may be other means of complying

with a regulation or policy that have not been recommended or determined, and the use of these terms allows for that kind of flexibility.

(6) All references include subsequent revisions and amendments, if any. For example, advisory circular (AC) 120-45, Airplane Flight Training Device Qualification, is referenced in AC 120-45A, the most current revision.

(7) Acronyms used are summarized in Figure 148-1.

C. Definitions.

(1) *Advanced Flight Training Device.* An advanced FTD is an FTD that represents a specific aircraft in cockpit configuration, function, and flight handling characteristics. FTDs with those characteristics are currently qualified by the FAA, in accordance with (IAW) AC 120-45 as level 6 and level 7 FTDs. Prior to initiating a training curriculum, flight training devices are approved by the TCPM through training specifications.

(2) *Authorized Training Center Instructor.* An instructor who satisfies the requirements of 14 CFR part 142, § 142.47 and has the following additional qualifications:

(a) Holds the required certificates and ratings;

(b) Has completed the training center's prescribed instructor training program;

(c) Has demonstrated to the Training Center Program Manager (TCPM), or an evaluator designated by the TCPM, the ability to teach the designated curriculum;

(d) Meets the requirements of 14 CFR part 121, §§ 121.411 through 121.414 or 14 CFR part 135, §§ 135.337 through 135.340, as applicable for an air carrier, when the individual is instructing for an air carrier.

(e) Has been authorized as an instructor, in writing, by the training center.

(f) In the case of an individual instructing for an air carrier, the individual must be listed by the air carrier as an instructor.

(g) Under part 142, there is no requirement for the TCPM to approve or authorize ground instructors. When conducting training for certification under part 61, part 61 rules apply. For example, when an endorsement is required on written test results, it must be completed by an authorized instructor, as defined in part 61. When training in special technical areas, training centers are permitted to use subject experts in accordance with the curriculum.

(3) *Course.* Course is a program of instruction to meet requirements for airman training, certification, qualification, authorization, or recency of experience.

(4) *Courseware.* Courseware is instructional material developed for each course or curriculum, including lesson plans, flight event descriptions, computer software programs, audiovisual programs, aircraft operating manuals, workbooks, checklists, and handouts.

(5) *Curriculum.* Curriculum is a specific course or courses of study or collectively; all the courses of study at a training center. It may be identified as either a core or specialty curriculum. Components of a curriculum are called curriculum segments.

(a) *Core Curriculum.* A core curriculum is an FAA-approved document that identifies the training and testing that will be conducted to meet the requirements for the issuance of an airman certificate. It is based on the Practical Test Standards (PTS), and the requirements of the Flight Standardization Board (FSB) Report, if applicable. Each core curriculum is made up of training segments, which identify training and testing requirements for the issuance of that certificate. The core curriculum does not include training for tasks and circumstances unique to a training center client, such as equipment differences training. The TCPM is responsible for granting approval. Coordination and concurrence of the National Training Center Program Manager (NTCPM) is required if the core curriculum is the first submitted by a new training center for the use of the core curriculum.

(b) *Specialty Curriculum.* A specialty curriculum is an FAA-approved document that contains training that is unique to one or more training center clients. Examples include: basic indoctrination,

windshear, flight training, long-range navigation, Category II/III authorization, or differences training. Specialty curricula are approved by the TCPM. To be used as a part of an air carrier's training program, a specialty curriculum must also be approved by the carrier's principle operations inspector (POI). A specialty curriculum does not require headquarter's review.

(c) *Curriculum Segments.* A curriculum segment is a subpart of a curriculum. It consists of a group of broadly-related training subjects and activities based on regulatory requirements. It is a portion of a curriculum that can be separately evaluated and approved. A segment is an integral part of a curriculum, but by itself it can not qualify a person for a certificate or rating. Segment examples are: systems integration training, flight simulator training periods, aircraft flight training periods, and aircraft ground training periods.

(d) *Element.* An element is an integral part of a training module that is subject-oriented. Examples of subject-oriented ground training elements are: standby electrical system, emergency landing gear extension, and thunderstorm characteristics. Examples of subject-oriented flight training elements are, the knowledge of stalls or steep turns.

(e) *Event.* An event is an integral part of a module that is task-oriented. Examples of task-oriented events are, the conduct of steep turns, stalls, or circling approaches.

(f) *Module.* A module is a training unit that covers a single subject or topic. It is an independent unit of training that is a subset of a curriculum segment. It contains elements and events. Examples of modules are, electrical systems, hydraulic systems, or pressurization (ground training), and basic airwork, landings, or non-precision approaches (flight training).

(6) *Evaluator.* An evaluator is a person who is authorized by the Administrator to perform tests and checks for a certificated training center. An evaluator, while acting under the operational control of the training center, performs tests and checks that are authorized by the certificate holder's training specifications and letter of authority issued by the Certificate Holding District Office (CHDO). An evaluator may conduct evaluations at more than one training center, satellite, or remote site. The evaluator remains under the direct supervision of the certificate holding training center manager for which the evaluator is authorized. Evaluators may conduct

evaluations in more than one district after proper coordination between Flight Standards field offices. They may be assigned on a permanent basis, or they may be assigned on a case-by-case basis. They must, however, be trained and qualified to conduct evaluations in the programs of both centers.

(7) *Flight Simulator, Airplane.* A device that simulates an airplane and meets the following standards:

(a) Full-size replica of the cockpit of a specific type or make, model, and series of airplane.

(b) Includes the equipment and programs necessary to represent the airplane in ground and flight operations.

(c) Uses a force cuing system that provides cues at least equivalent to that of a 3 degrees-of-motion system.

(d) Has been evaluated and qualified for use as a flight simulator by a representative of the National Simulator Program (NSP). Details about airplane flight simulator evaluation may be found in AC 120-40, Airplane Simulator Qualification.

(e) Prior to initiating a training curriculum, simulators are approved by the TCPM through training specifications.

(8) *Flight Simulator, Rotorcraft.* A device that simulates a rotorcraft and meets the following standards:

(a) Full-size replica of the cockpit of a specific type or make, model, and series of rotorcraft.

(b) Includes the equipment and programs necessary to represent the rotorcraft in ground and flight operations.

(c) Uses a force cuing system that provides cues at least equivalent to that of a 3 degrees-of-motion system.

(d) Has been evaluated and qualified for use as a flight simulator by a representative of the NSP. Details about rotorcraft flight simulator qualification may be found in AC 120-63, Helicopter Simulator Qualification.

(e) Prior to initiating a training curriculum, simulators are approved by the TCPM through training specifications.

(9) *Flight Training Device (FTD).* A device that meets the following standards:

(a) Full-size replica of instruments, equipment, panels, and controls of an airplane or rotorcraft, or set of airplanes or rotorcraft, in an open flight deck area or in an enclosed cockpit. This may include the hardware and software installed for systems that are necessary to simulate the airplane or rotorcraft in ground and flight operations.

(b) Does not require a force (motion) cuing or visual system.

(c) Has been evaluated, qualified, and approved for use by the Administrator. (See AC 120-45.)

(d) Prior to initiating a training curriculum, flight training devices are approved by the TCPM through training specifications.

(10) *Flight Training Equipment.* Flight training equipment are flight simulators, FTDs (as defined in the regulations), and aircraft.

(11) *Foreign Training Center.* A foreign training center is a training center or satellite training center that is located outside the U.S.

(12) *Lesson.* A lesson is whole or a part of one event or element to be taught. It is usually considered to be one period of instruction.

(13) *Line-Operational Simulation (LOS).* LOS is a simulation of flight through an operationally-oriented flight scenario. It is intended to represent a line flight and include a flight to normal cruise altitudes. It is considered to be conducted in real time, and it stages situations that create interaction: among flight crewmembers; between flight crewmembers and dispatch facilities; between other crewmembers; and with air traffic control (ATC). It includes ground as well as flight operations. LOSs are conducted for training and evaluation purposes to include random, abnormal, and emergency occurrences. LOS specifically includes: line-oriented flight training (LOFT), special purpose operational training (SPOT), and Line Operational Evaluation (LOE). (See AC 120-35, Line Operational Simulations: Line-Oriented Flight Training, Special Purpose Operational Training, Line Operational Evaluation.)

(14) *OpSpecs.* The term OpSpecs is the title of the Training Specifications and is only a name difference. Due to the cost of redesigning the software accessed to accommodate the part 142 Training Program, the title can't be changed to the correct term, Training Specifications.

(15) *Remote Training Site.* A remote training site is one that is temporary in nature and operated in a similar manner to a dry lease operation. While remote training sites are generally used on a temporary basis, TCPMs may approve them in the center's OpSpecs on a permanent basis. The site is distinguished by the use of facilities, such as simulators or classrooms, that are not under the operational control of the certificate holding training center (parent training center.) Remote training sites are authorized in the training specifications for that certificate.

(16) *Satellite Training Center.* Satellite training centers are considered to be permanent in nature and they function under the operational control of the training center certificate holder (parent training center). Although physically separated from the parent training center, ultimate responsibility for that operation rests with the parent training center. The parent training center exercises operational control of the flight simulators, training facilities, curricula, and courseware at the satellite training center. Satellite training centers are authorized in the training specifications of the certificate holding training center.

(17) *Supervised Operating Experience (SOE).* Pilot-in-command (PIC) experience acquired in flight from the seat normally occupied by the PIC, while under the supervision of another PIC who is qualified and current in that aircraft type being flown.

(18) *Syllabus.* A syllabus is a set of subjects arranged in lesson format for delivery in a learning order sequence. It is not a part of a curriculum, but it is required for implementing a curriculum. Each syllabus must include scheduled hours, media and methods of delivery, as well as courseware.

(19) *Training Program.* The training program consists of curricula, courseware, facilities, flight training equipment, and personnel necessary to accomplish training objectives. It includes either core curriculum or specialty curriculum or both.

(20) *Training Programs.* Training centers develop training programs for each type of aircraft for which they offer training. Training programs consist of core curriculums, specialty curriculums, and supporting resources, such as flight simulators and flight training devices.

(21) *Training Specifications.* A Training Specification is a document issued by the Administrator to a training center certificate holder. This legally binding document prescribes the center's

training, checking, and testing authorizations and limitations, and it specifies training program requirements.

2. TRAINING CENTER CONCEPT.

A. Title 14 CFR part 142 permits organizations to use flight simulators, flight training devices, and aircraft for training, testing, and checking for 14 CFR parts 61, 63, 65, 91, 121, 125, 135, and 137 operators.

NOTE: In this chapter, parts 63, 65 and 137 will not be included in every example, as they may be determined on a case-by-case basis.

B. Title 14 CFR parts 91 and 125 operators may use the core curriculum and any specialty curricula that have been approved by the TCPM for use by the training center.

C. Title 14 CFR part 121, 125, or 135 operators may contract with a training center to conduct the operator's approved program. Under this program, the operator's POI approves the training program in its entirety. Training center instructors and evaluators must qualify under the operator's training program.

D. If approved by the operator's POI, 14 CFR part 121, 125, or 135 operators may use the core curriculum as previously approved by the TCPM. In many instances the training center's core curriculum is written to meet the minimum requirements of these rules. This does not eliminate the necessity for the operator's POI to approve the core curriculum and any specialty curricula to be used by the operator. This will secure a total and comprehensive program that satisfies the applicable requirements of 14 CFR part 121, 125, or 135.

E. Through an approved program, a training center may offer 100% training and testing in flight simulation. There is no requirement for any reference to 14 CFR part 121, appendix H. Appendix H does not apply to a training center; however, a training center may present an appendix H program that is approved for a particular operator.

3. FOREIGN TRAINING CENTERS. Title 14 CFR part 142 provides that training centers may be located outside the U.S. Other than the annual re-certification process and the surveillance differences addressed below, training centers and satellites located outside the U.S. are identical to training centers in the U.S. The following identifies some of the differences

between U.S.-based or owned and foreign-based or owned training centers and satellites.

A. Certification Differences.

(1) A U.S. training center is issued a permanent certificate.

(2) A foreign training center has an annually-expiring certificate.

B. Surveillance and Investigation Differences.

(1) U.S.-located training center, satellite, and remote site surveillance and oversight are normally conducted on a daily or weekly basis.

(2) Foreign-located training center, satellite and remote surveillance and oversight are normally conducted on a monthly or quarterly basis. The reduced activities are primarily associated with the cost of travel to conduct surveillance.

(a) *Re-certification.* National rules of different sovereign host countries should NOT preclude surveillance and oversight. Detailed inspections conducted for an annual re-certification can be used in lieu of the higher frequency day-to-day surveillances. While more frequent or day-to-day surveillance is preferred, a combination of surveillance and re-certification can be used as a method of reissuing the foreign-based training centers certificate. Surveillance leading to investigation and/or enforcement action against a foreign training center certificated by the FAA will be handled through normal FAA enforcement processes. When warranted, complete re-certification can be required.

(b) *Coordination.* Situations that involve another country's pilot certificate requirement should be coordinated with the host country's civil aviation authority. A fraudulent foreign airman certificate and fraudulent training record entries are representative of situations that must be coordinated.

(c) *Cost.* Certification, surveillance and oversight activities are charged to the applicant for, or holder of, the foreign-based training center certificate. The regulatory requirements for recovering costs of this type are provided in 14 CFR part 187, and the fee structures are indicated in AC 187-1, Flight Standards Service Schedule of Charges Outside the United States. Foreign-based satellites are subject to these same charges.

C. Geographic Responsibilities. The Flight Standards International Field Office (IFO) has

geographic responsibility over foreign training centers. U.S.-based training centers with foreign satellites may require geographical surveillance from the IFO having operational responsibilities for that country. Foreign training centers with U.S.-based satellites may require surveillance to be performed by the geographically proximate Flight Standards District Office (FSDO) or CHDO/IFO of the main foreign training center. They may be called upon to conduct part or all of the satellite training center surveillance. This must be coordinated between the CHDO/IFO and the FSDO. To date, oversight responsibility for foreign training centers is located in the geographic areas of the New York, San Francisco, Dallas Fort Worth, Miami, Singapore, and Houston IFOs and the Seattle, Rochester, and Albany FSDOs.

4. SATELLITE TRAINING CENTERS.

A. Title 14 CFR part 142 provides that a training center certificate holder may establish one or more satellites to provide essentially all the services of the training center. Not all management positions and recordkeeping facilities have to be duplicated, however; the operational control of the satellite remains with the certificate holding training center/parent training center. Essential requirements such as the exclusive use of flight simulators and facilities must be maintained at the satellite. A satellite's authority to operate is given through the parent company's training specifications. Removal of the satellite from the specifications does not normally affect the parent company's authority to operate. However, if the parent training center's certificate is removed, the authority to operate is also removed from the satellite.

B. Training Specifications for any training center with a satellite must be specific as to which records are held at the satellite and which are in the main training center. Training Specifications will be issued listing the satellite training center. The FAA expects surveillance of this area to be an item of special interest.

C. There are four combinations of training centers and their satellites:

(1) *U. S. Satellite of a U.S. Training Center.* The U.S.-based parent training center company holds the training center certificate, and the U.S.-based satellite is listed on the training specifications of the certificate holder's training center. This is the most typical scenario for a satellite training center.

(2) *U. S. Satellite of a Foreign Training Center.* The foreign-based parent training center company holds the training center certificate, and a U.S.-based satellite training center is listed on the training specifications of that foreign training center's certificate. A foreign aircraft manufacturer would be the most likely candidate for this arrangement. To date, however, foreign manufacturers have elected to hold a U.S. training center certificate rather than operate as satellite center within the U.S. The inspection and oversight of this satellite would be no different than that of a U.S. training center or satellite. The foreign-based parent training center, however, would have an annually-expiring FAA certificate. Thus, the satellite training center in the U.S. is concurrently subject to the annual re-issuance of the parent training center companies certificate.

(3) *Foreign Satellite of a U.S. Training Center.* The U.S.-based parent training center company holds a permanent training center certificate, and the foreign-based satellite is listed on the training specifications of that training center's certificate. The appropriate IFO normally conducts surveillance and oversight of the foreign satellite on a quarterly basis. Depending on the severity, an adverse action against the U.S.-based training center certificate holder can effect the foreign satellite's ability to continue operations. Action against the foreign satellite could result in removal of the satellite from the training specification, but this would not necessarily effect the parent training center's operation.

(4) *Foreign Satellite of a Foreign Training Center.* The foreign training center certificate is reissued annually, and as it derives its operating authority from the training specifications of the foreign parent company's training certificate, the foreign satellite is reissued concurrently with its parent company certificate. The re-issuance of the foreign satellite authority to operate is therefore dependent upon the outcome of the normal surveillance and oversight of both the satellite and the foreign training center.

5. REMOTE TRAINING SITES. A remote training site is characterized by its temporary nature. It is distinguished by the fact that it utilizes facilities, such as simulators or classrooms, which are not under the operational control of the certificate holding training center. The management, staffing, training curricula, and courseware, however, are all provided by the certificate holding training center and remain under the control of the parent training center. Remote training

centers are authorized in the training specifications of the certificate holding training center.

6. LEAD TRAINING CENTERS. Through the lead center concept, a parent company seeks FAA approval of one training curriculum for one aircraft type, same category of training (e.g., ATP or initial type rating). It allows a training center company to receive approval on a specific curriculum that will be used at more than one of these centers. The following are examples of curricula that can be approved through the lead center concept:

- FAA airman certification
- Rating
- PIC and Second-in-Command (SIC) proficiency checks
- SIC qualification
- Category II
- Category III qualification

7. TRAINING CENTER PROGRAM MANAGER (TCPM) CONCEPT.

A. The FAA CHDO will assign a TCPM to each training center. Each TCPM has oversight responsibility for the training center and is responsible for overall FAA technical administration, certification, surveillance, and investigations. A TCPM or Training Center Partial Program Manager (TCPPM) will not be required to be current in more than two aircraft types, IAW other guidelines. The CHDO will likely consider the assignment of a TCPPM for the particular aircraft type when:

(1) A TCPM's duties exceed 70 percent of the TCPM's available time; or

(2) The complexity of the training center is such that the TCPM could not reasonably be qualified on all the aircraft training programs.

B. *General.* The TCPM is the primary FAA focal point for relations with training centers and is responsible for coordinating FAA activity at training centers, satellites, and remote training sites. The TCPM serves as the primary operations interface between the training center, its training center evaluators (TCE), ground/flight instructors, and the FAA. The TCPM's role is to ensure that the training conducted by the center, its personnel, and facilities meets regulatory standards and complies with established policy and guidance. For air carrier clients,

the TCPM must coordinate training matters with the POI whose operator is contracting with the training center. The TCPM also must coordinate with training center management regarding regulatory changes, FAA policy matters, and updated training requirements as needed.

C. Geographic Role. The TCPM can function as a geographic resource for the POI of a training center's air carrier client. Surveillance of this type is determined through mutual agreement between the POI and TCPM. Exceptions would be those activities that guidance indicates the POI will personally conduct or oversee.

D. Coordination of TCPMs and POIs for Program Approvals.

(1) The TCPM is responsible for surveillance of all training conducted under core and specialty curriculums by the training center.

(2) The TCPM is responsible for granting approval, in coordination with the concurrence of the National Training Center Program Manager, for the use of the core curriculum.

(3) The TCPM will approve specialty curriculums that are developed by training centers.

(4) The air carrier makes the decision to pursue the use of a training center's core or specialty curriculums. The operator's POI is authorized to require the operator to modify its curriculums. The POI is responsible for granting operator approval for use of the training center's approved curriculum.

(5) The TCPM should encourage the training center to offer a generic 14 CFR part 142 program that can also meet the requirements of 14 CFR part 121/135, to the operator. This will be done, however, with the understanding that it may or may not meet the specific needs of a particular operator. The operator's POI is responsible for ensuring that all required training is provided by the operator, even if not covered by the training center's core or specialty curriculum. The operator may accomplish training in-house or through contract with a training center. When the operator contracts with a training center to provide operator-specific training, the operator's POI must review and approve this training. The POI shall coordinate with the TCPM for surveillance of this training.

E. TCPM Surveillance Responsibilities.

(1) Develop and conduct a surveillance program for all training center activities.

(2) Coordinate and conduct various surveillance and certification activities, as appropriate, with other FSDO inspectors.

(3) Determine through surveillance and investigation that the training center is adequately staffed with appropriately qualified instructors and TCEs.

(4) Monitor TCEs to determine adequacy and quality of approved training programs as well as the quality of checking and testing.

(5) Review flight training equipment discrepancy logs as required by 14 CFR § 142.59 to assure compliance with qualification standards and approval privileges.

(6) Monitor flight crew training programs conducted by the training center to ensure compliance with 14 CFR, handbook guidance, and policy.

F. TCPM Certification Responsibilities.

(1) Conduct practical tests for the issuance of airman certificates and ratings.

(2) Conduct reexamination of certificated airmen when it is determined that they do not meet the minimum standards required for the certificate they hold.

(3) Initiate and/or assist in the emergency suspension of airmen certificates.

(4) Conduct enforcement investigations and prepare final reports in those cases requiring legal disposition.

(5) Provide technical assistance to legal counsel, give depositions, and testify at court trials and formal hearings.

(6) Review, recommend necessary changes, and approve training center certificate applications, training center curriculum and associated revisions.

(7) Recommend amendments to previously approved programs to eliminate unsafe practices, or improve the efficacy of instruction.

(8) Evaluate methods and plans for any necessary corrective actions, and conduct follow-up inspections to insure that appropriate action was taken.

G. TCPM Oversight of TCE Responsibilities.

(1) Approves the designation of TCEs for types of aircraft and simulators operated by the training center.

(2) Train and examine TCEs for initial designation, re-certification and standardization as necessary.

(3) Monitor TCEs during the conduct of airman certification and recurring evaluations to ensure strict compliance with established standards.

(4) Attends standardization meeting, as required in the Memorandum of Understanding.

H. TCPM Simulation Evaluation Responsibilities.

(1) Review applications for initial or upgrade evaluation of flight simulators, according to the Qualification Test Guide.

(a) Forward the qualification test guide to the NSP after determining compliance with the guidance in the appropriate AC and the compatibility with the approved or submitted training program submitted.

(b) Conduct hands-on evaluation of flight training devices to determine that they continue to meet original specifications IAW guidance provided in the appropriate AC.

(c) Review and approve simulator inoperative component guides.

(2) Review training center discrepancy logs for deficiencies that would affect the capabilities of the flight training equipment.

(3) Subsequent to qualification by the NSP, approve flight simulators and flight training devices for each maneuver, procedure, crewmember function,

circling approach, and runway scene to be used in an approved training program.

(4) Assist the NSP in initial and recurring qualifications of flight simulators and selected flight training devices.

(5) Notify the NSP of any discrepancies requiring immediate evaluation beyond the technical capability of the TCPM or TCPPM.

I. TCPM Technical Oversight of Assigned TCPPMs.

(1) The TCPM maintains technical oversight of TCPPMs' duties (listed in subparagraph D) who are assigned responsibility for one or more specific aircraft training programs conducted by a training center.

NOTE: TCPPMs are limited to oversight duties on two aircraft which require type ratings.

(2) TCPPM duties include the following:

(a) Conduct all the TCPM functions as assigned by the TCPM. Particular emphasis is placed on the types of aircraft in which the TCPPM is rated and remains current.

(b) Coordinate with the TCPM and training center management regarding FAA policy, updated training requirements, and any necessary changes to regulatory requirements. Particular emphasis is placed on the types of aircraft in which the TCPPM is rated and remains current.

(c) Review and submit training curricula for assigned aircraft and associated revisions, with recommendations.

(d) Conduct a surveillance program for all training center activities within the assigned aircraft program.

SECTION 2. DEVIATIONS AND WAIVERS

1. GENERAL. An applicant may request a deviation or waiver from some of the requirements of 14 CFR part 142. Relief from other sections may be extended only through an exemption. Headquarters will make a decision about which sections would require an exemption. When requesting a deviation or waiver, the training center applicant must provide the TCPM with information that shows: (PTRS codes: 1242, 1243, and 1801).

A. Justification for the deviation or waiver.

B. Deviation or waiver will not adversely affect the quality of instruction or evaluation.

2. DEVIATIONS TO THE TRAINING CENTER INSTRUCTOR REQUIREMENTS OF 14 CFR SECTION 142.53(b).

A. As a result of the September 11, 2001, terrorist attack on our nation, security directives and airline management have restricted access to the cockpit. This has had a significant impact on the ability of some training center instructors to meet the in-flight observation flight requirements of section 142.53(b), the commonly used method of maintaining instructor currency. To provide immediate relief, Training Center Program Managers (TCPM) were advised to exercise the deviation authority granted to them under 14 CFR section 142.9. Flight Standards Information Bulletin for General Aviation (FSGA) 01-03, Preparation Standard for 14 CFR Section 142.53(b), provided the guidance for administering that relief. Through that guidance in this bulletin, deviations were granted. During the effective period of FSGA 01-03, TCPM carefully reviewed center needs and granted deviations only when necessary. They were also asked to provide feedback as to the nature and extent of the difficulties experienced by the various centers in meeting the regulatory requirement. To date, insufficient information has been provided to warrant rule changing efforts that could include, as a fourth option to section 142.53(b), the ability to meet currency requirements through an alternate means. This guidance will extend deviation authority and

allow for the collection of data that will determine if there is sufficient justification for rule change.

B. Training centers that are not experiencing instructor currency difficulties are expected to continue operations as they have in the past without seeking deviation authority. Only those that provide justification determined appropriate by TCPM should be granted deviation authority.

C. When Issuing a Deviation to 14 CFR Section 142.53(b).

(1) Figure 148-2 is a sample deviation intended to be extended indefinitely or until the rule is changed. It is expected that during this time period, changes in the environment will take place that will need consideration. During this period, we ask that you monitor and report the effect of the deviation in relation to the changing environment. The feedback you provide will determine if there is sufficient justification for rule change. When initiating a deviation, the following must be provided to the National TCPM (NTCPM):

(a) List the training center name and certificate-holding district office.

(b) Estimate, by training center, the average number of instructors employed, and the type of training predominately being conducted (i.e., operators under part 91, 20%; part 135, 50%; part 121, 30%).

(c) If observation flights are denied, document the operator contacted and the reason for the denial.

(d) Within 30 days of administering the deviation, submit the above to the NTCPM for review.

(2) TCPMs should not change the standard language provided in Figure 148-2 for the deviation without advising NTCPM of the nature and reason for the change. This will ensure that all operators are held to the same standard and will provide feedback that will enhance the deviation language.

FIGURE 148-1
ACRONYMS APPLICABLE TO TRAINING CENTER GUIDANCE

AC	Advisory Circular	MEL	Minimal Equipment List
AFM	Approved Flight Manual	MOU	Memorandum of Understanding
AQP	Advanced Qualification Program	NTCPM	National Training Center Program Manager
ASI	aviation safety inspector	NSP	National Simulator Program
ATC	Air Traffic Control	PASI	Preapplication Statement of Intent
ATP	Airline Transport Pilot	PIC	Pilot-in-Command
CDL	Configuration Deviation List	POI	principal operations inspector
CFR	Code of Federal Regulations	POM	Pilot Operating Manual
CHDO	certificate-holding district office	PPM	Partial Program Manager
CPM	Certification Project Manager	PTRS	Program Tracking and Reporting Sub-system
CRM	Crew Resource Management	PTS	practical test standards
DBA	doing business as	SCIG	Simulator Component Inoperative Guide
DH	Decision Height	SFAR	Special Federal Aviation Regulation
FAA	Federal Aviation Administration	SIC	Second-in-Command
FTD	Flight Training Device	SOE	Supervised Operating Experience
FSB	Flight Standardization Board	SPOT	Special Purpose Operational Training
FSDO	Flight Standards District Office	SVT	Single-Visit Training
IFR	Instrument Flight Rules	TBD	to be developed
ILS	Instrument Landing System	TCPM	Training Center Program Manager
LOE	Line-Operational Evaluation	TCPPM	Training Partial Program Manager
LOFT	Line-Oriented Flight Training	USC	United States Code
LOS	Line-Operational Simulation	VFR	Visual Flight Rules
MDA	Minimum Decision Altitude	VIS	Vital Information Subsystem

FIGURE 148-2
SAMPLE DEVIATION

Deviation to the line-observation requirement of 14 CFR §142.53(b)(2) and the in-flight observation requirement of 14 CFR § 142.53(b)(3), to allow *(Training Center Name)* instructors to satisfy the requirements of those sections by the accomplishment of an approved line-oriented flight training in addition to and separate from that required by 14 CFR § 142.53(b)(2)(ii) or (3)(ii), is granted. The additional line-oriented flight training used to satisfy the requirements under this deviation must be performed in a simulator representative of the type of aircraft in which instruction will be given. It must include scenario-based simulation of routine flight between at least two different airports, preflight planning, flight segment(s) of at least two (2) hours, and debriefing.

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